

# End-of-Cycle Summative Self Evaluation Report: Superintendent



**Superintendent:**

Robert J. Gerardi, Jr.

*Robert J. Gerardi, Jr.*

**Evaluator:**

Dawn Capello  
School Committee Chairperson

*Dawn Capello*

December 19, 2016

**Name**

**Signature**

**Date**

## Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

## Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

### Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

**Proficient** = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

**Exemplary** = A rating of *Exemplary* indicates that practice significantly exceeds *Proficient* and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership			X	
Standard II: Management and Operations			X	
Standard III: Family and Community Engagement				X
Standard IV: Professional Culture				X

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Step 3: Rate Overall Summative Performance (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Step 4: Rate Impact on Student Learning (*Check only one.*)

Low	Moderate X	High
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### Step 5: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

#### Comments:

Student participation on the state assessments improved from "very low" (below 90%) to "low" (below 95%). We were only below 95% on the 8<sup>th</sup> grade science test at 93%. On all of the other state assessment tests, we were above 95%.

Dr. Gerardi continues to make strides in the evolution of the district vision.

Excellent guidance with legal and ethical matters, able to add qualified and dedicated staff to fill vacancies. He continues to focus on community, parent and staff engagement.

Overall communication has greatly improved.

Proactive with budget issues and creative while being fiscally prudent.

# Superintendent's Performance Goals

Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	<p>Indicator II-D Laws, Ethics, and Policies: Understands and complies with state and Federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.</p> <p>The focus of this goal will be on Indicator II-D-1 Laws and Policies (see chart below from DESE Superintendents Rubric page A-7 of A-18). Specifically, this year has been a challenge with collective bargaining agreements and contractual compliance. This is due to over a decade of mutual administrative and union decisions and practice that were outside of the contractual agreements in some cases. In other cases, adhering to the letter of the contract must be supported when administrators or union members have disagreements about the interpretation of contractual language.</p>					X
<b>Student Learning</b>						
2	<p>Indicator 1-E Data-Informed Decision Making: Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning.</p> <p>Improvement of performance, effectiveness, and Learning will be the focus of this goal (see chart below from DESE Superintendents Rubric page A-7 of A-18). During the 2016-2017 school year, the administrative team will be utilizing multiple forms of data to demonstrate and improve school, student, and staff performance.</p>			X		
<b>District Improvement</b>						



3	In Alignment with District Goal #5, more opportunities will be sought to increase one way and two-way communication.				X	
4	In alignment with District Goal #2, Utilizing the tenants of 21 <sup>st</sup> Century Learning Skills.				X	

## Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.			X	
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.			X	
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.			X	
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.			X	
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.			X	

<b>Overall Rating for Standard I</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

1-A. The ATSR training has helped principals employ strategies that empower staff to create rigorous units of study. Through MLT he has supported administrators to collaborate on developing strategies that enable educators to consistently develop lessons.

1-B. This year the assistant superintendent and superintendent have modeled good instruction by identification of a meeting goal on every agenda for the MLT

and other committee meetings. Expect principals and teacher leaders to establish meeting goals.

1-C. At MHS and the Fowler School, the principals have used the growth mindset to focus their staff on the process of revision and the reduction of punitive classroom accountability measures in grading.

1-D. Last year we had trouble with the electronic software (Teach Point) interfacing with the state data reporting. As such it looked like Maynard only performed 70% of the evaluations necessary when in fact 100% of the evaluations were completed. This year the MLT and superintendent are making a concerted effort to make sure the state receives the electronic evidence required for 100% of the evaluations required.

1-E. The principals continue to set and monitor expectations around class scheduling of time and activities in Math and Literacy. The STAR Math and Literacy data is being used to determine "Zone Time". In addition, he is investigating ways to use data to improve assessment of Special Education services. He will continue with this over the summer and into next year with the Curriculum Committee.

**Examples of evidence superintendent might provide:**

- ☐ Goals progress report
- ☐ Analysis of classroom walk-through data
- ☐ Analysis of district assessment data
- ☐ Sample of district and school improvement plans and progress reports
- ☐ Analysis of staff evaluation data
- ☐ Report on educator practice and student learning goals
- ☐ Student achievement data
- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Relevant school committee meeting agendas/materials
- ☐ Analysis of leadership team(s) agendas and/or feedback
- ☐ Protocol for school visits
- ☐ Other: \_\_\_\_\_



# Superintendent's Performance Rating for Standard II: Management and Operations



Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.			X	
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.			X	
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.			X	
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.				X
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.				X

**Overall Rating for Standard II**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

II A. Significant gains in social and emotional welfare by providing professional development through the Middlesex Partnership for Youth for staff, students, and parents.

This year he worked closely with the Maynard Police Department on multiple bomb threats in our community and concerns around the national phenomenon around "scary clowns" in the community.

The Safety Committee has made recommendations and implemented strategies to improve school safety in emergency situations. The Health and Wellness committee has made curricular recommendations to improve student health education.

Custodial services are improving as a result of collaborative efforts with the town facilities director and the new consolidated model of

town/school facilities work.

II B. Improved the quality of hiring by eliminating some of the practices in the past that lead to principals' recommending uncertified staff. For the last two years he has improved the mentoring/induction process for new teachers with a team of teachers leading this initiative. Each year he has added resources for a progressively greater program. Even with proper hiring practices and mentoring program, there are times when we hire untested staff and they need more support than a traditional program. Last year and this year our literacy and math coaches provided instructional support for struggling teachers. This year a consultant who specializes in Positive Behavioral Interventions (PBIS) was utilized to support a teacher who was struggling with classroom management.

II C. This year he had to resolve scheduling grievances in all three buildings. In addition, there have been monthly roundtable meetings with the MLT and union leadership to proactively address scheduling and other contractual issues.

II D. He has worked closely with our school committee and attorney due to new legislative requirements around accusations by parents that teachers are bullying their children. Being a relatively new law, it is important to proceed on such issues with caution.

II E. He has demonstrated increased transparency with the Board of Selectmen and Finance Committee in each successive year including the sharing of a first annual budget proposal document for FY17 and a line item budget document as part of our FY18 budget documentation.

Continues to work closely with the School committee Chair and Budget Subcommittee to scrutinize our budget for efficiencies. Sent a message to the town that they must be appreciative of our fiscal prudence and willing to provide level service resources at a minimum.

## **Superintendent's Performance Rating for Standard III: Family and Community Engagement**

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Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.				X
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.				X
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.			X	
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.			X	

<b>Overall Rating for Standard III</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

III-A. SEPAC and the Administration continue to meet monthly to maintain open communication specifically around issues of Special Education. In addition, collaboratively provide parent resources and have partnered on a grant that support inclusivity in extended day programming to improve social and emotional learning for all students.

III-B. Through the Assabet Valley Collaborative (AVC) he has been contracting with the Family Success Partnership (FSP) to support our families in the greatest need with the agency and social services support in our community, region, and state. As a leader in this effort, the superintendent was asked to co-present Maynard's leadership of this initiative at the MASC/MASS Conference.

III-C. Maynard community reading on the book titled "Mindset: The New Psychology of Success" (Dweck, 2006). Successful turnout and vibrant discussion which led to us learning the community's values around this topic and education. Able to use that information to continue with our vision and mission or make appropriate revisions. Also had a the guest author of the book and movie "Life Animated" (Suskind, 2014) provide professional development for our staff on November 8, 2016. He will be coming back in the spring to do an evening presentation at the Fine Arts Theater for parents in Maynard and as part of our tri-community collaboration with Lincoln Sudbury and Concord Carlisle.



III-D. He continues to be called upon by families who need to follow the chain of command when they have concerns around building level practices or procedures. Often he can look at specific issue with a different lens and can help negotiate a better solution for both the families and the schools.

**Examples of evidence superintendent might provide:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Goals progress report   | <input type="checkbox"/> Sample district and school newsletters and/or other communications | <input type="checkbox"/> Analysis of survey results from parent and/or community stakeholders |
| <input type="checkbox"/> Participation rates and other data about school and district family engagement activities | <input type="checkbox"/> Analysis of school improvement goals/reports                       | <input type="checkbox"/> Relevant school committee presentations and minutes                  |
| <input type="checkbox"/> Evidence of community support and/or engagement   | <input type="checkbox"/> Community organization membership/participation/contributions      | <input type="checkbox"/> Other: _____   |

# Superintendent's Performance Rating for Standard IV: Professional Culture

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.				X
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.				X
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.			X	
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.			X	
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.				X
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.			X	

<b>Overall Rating for Standard IV</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

IV-A. He and the Assistant Superintendent and have been very directive in aligning instructional minutes to state recommendations for math and literacy and setting greater expectations on nature based science experiences. The MLT has also had a greater focus on meeting the needs of all students through professional development on "Mindset" at the secondary level and Research For Better Teaching's "Making Learning Fun" professional development at the lower levels.

IV-B. This year he participated with staff in a cultural proficiency course at Assabet Valley Collaborative. Other staff leading this initiative in the three buildings by taking the deep dive into cultural proficiency course where they plan the professional development that they will offer in district.



IV-C. He has been a speaker on a guest panel for two presentations at MASC/MASS conference, one was on the Family Success Partnership and the other was on Maynard Public Schools Foreign Exchange Program. He was invited by Primary Source (a leader in global education professional development) to present on the Maynard Global Learning: the Bigger Picture of Schooling.

Continues to write his weekly blog and articles for the Beacon Villager. Primary author of a white paper "The State of Global Competency". A link to this white paper can be found on the MASS home page under the heading M.A.S.S. News at the following link: <http://www.massupt.org/pages/MASS>

Enrolled our district and attended the Future Ready Conference where he learned the importance of using new media for communication. As a result, he is now posting school cancellations on the Maynard School's Twitter account.

IV-D. Continued to participate in the MASS GS 21 professional development activities for four years. This is the foundation of his learning that has helped to start many global initiatives in the Maynard Public Schools. Have developed the first voluntary end of the year professional development calendar this year for teachers interested in staying for instructional training on the three days after the last day of school for students. As previously stated a goal setting process is used to make every meeting actionable.

IV-E. Book talks, guest speakers and movie events over the last two school years have really provided members of our community to be reflective and thoughtful as the district shares the visioning process with the community.

IV-F. Continues to work closely with union leadership to maintain the collaborative leadership and interest based bargaining techniques established before he came to Maynard. He has solved many disagreements that the union has had with internal personnel matters in a respectful and effective manner. Round table meetings have eliminated the formal grievances from the past year.